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ABSTRACT

This report, while discussing briefly the rationale and methods utilized in the study, primarily focuses on the findings. A questionnaire was used to collect data, from 3 student population groups (those in residence halls, off-campus housing or commuting), concerning their needs and desires in 12 content areas: (1) art; (2) athletics; (3) community services; (4) contemporary issues; (5) drama; (6) field and stream; (7) foreign languages; (8) games; (9) literature; (10) music; (11) physical and natural sciences; and (12) social and behavioral sciences. An overwhelming number of students (total sample, 96%) were found to be interested in pursuing educative activities outside of their formal academic programs. The data is broken down by students' place of residence, sex, and educative activity preferences. A bibliography and a copy of the questionnaire are included. (TL)

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The Wisconsin State Universities Consortium of Research Development

Research Report

IDENTIFICATION OF STUDENT NEEDS AND DESIRES FOR EDUCATIVE EXPERIENCES OTHER THAN THOSE FOUND IN THE CLASSROOM ENVIRONMENT

Wayne J. Kassera & Bruce O. Peterson
Wisconsin State University - River Falls
River Falls, Wisconsin

Cooperative Research

Wisconsin State Universities
and the
United States Office of Education
Bureau of Research - Higher Education

Office of the Director WSU-CORD
240 Main Building
Wisconsin State University
Stevens Point, Wisconsin 54481

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FINAL REPORT

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HEALTH, EDUCATION, AND WELFARE

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TABLE OF CONTENTS

SECTION		PAGE
	Acknowledgements	1
	Need and Review of Literature	1
	Method	4
	Findings	4
	Conclusions	17
	References	18
	Appendix A	19

TABLE		PAGE
I.	Activity Preferences of Residence Hall Students	6
II.	Activity Preferences of Off-Campus Students	8
III.	Activity Preferences of Commuting Students	10
IV.	Activities Chosen by over 50% of the Groups	15
V.	Activities Chosen by 33% or Less of the Groups	16

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NEED AND REVIEW OF LITERATURE

The impetus for this study was derived from a feeling that expanded learning opportunities should be available to students on a more informal basis than the typical classroom provides. To this end a descriptive study was undertaken to ascertain if felt needs existed among members of the student body at Wisconsin State University-River Falls for educative experiences outside the classroom. The study was also designed to determine if differences existed in felt needs for extra class activities among males and females and among students residing in residence halls, those living off-campus but within 10 miles of the university and, those living off-campus and commuting more than 10 miles one way.

A survey by Reich (1961) indicated that in general student interest in campus activities was declining. This phenomenon was reportedly more true on large campuses than on the smaller ones. It was noted that the range of desired activities was very large and that student desires were a greater controlling factor in activities offered than was college tradition.

There has been some evidence reported to support the contention that students living off-campus have a different feeling toward the institution. Prusak (1960) found that these students tended to participate less in university activities and that they made less use of the schools special services. It was also reported that a communication barrier existed between those students living off-campus and the university.

Yamamoto (1965) in his exploration of married college students' leisure found that "married students participate in few, if any, cultural functions sponsored by the school, the community, or churches." This trend was not supported by a study by Stark (1965). No significant difference was found between commuter and residence hall students in regard to participation in extra class activities or in the number of students who wished to talk to a university counselor.

Brammer (1967) studying student unrest in a number of countries discovered a wide spread desire for active participation in social and educational reform. "There appears to be increased interest in community service among students in developing countries, just as there is in our own country in the form of Peace Corps service and support of civil rights, peace projects, and tutorial activities." This seems to be confirmed by the results of community service projects reported by C. B. T. Lee (1965).

Similar programs were reported by McCracken (1964) who summarized the results of two projects: "Thus, the project introduced the student to the realities of adult society by experientially relating on-campus, class and out-of-class activities to the adult society." Furthermore, he pointed to the value of interaction and informal contact between the

students and faculty in helping the students think through and act out their values and their subsequent commitments to social problems. Sanford (1967) expressed the same thought when he stressed the importance of "experiences outside of the classroom," in helping students develop into responsible independent individuals participating fully in the affairs of our culture. Studies by Astin (1961, 1963) and by Nunnally, Thistlewaite and Wolfe (1963) demonstrated a relationship between certain characteristics of college environment associated with student activities and talented students' academic aspirations.

The possibilities of residence halls as a setting for educational activities and experiences have been investigated in a number of experimental programs. Eberly and Cech (1968) found that programs aimed at low-achieving students were effective in favorably influencing their attitudes toward college. Olson (1964) reports the results of the living-learning system at Michigan State University where certain classrooms and faculty offices are housed within the coeducational dormitory complex. Eighty per cent of the faculty involved made favorable comments about the plan, mentioning in particular the increased discussion on the part of the students both in and out of the classroom and an increase in the students visits to the offices of instructors and advisors.

While studying the dynamics of different environmental presses within a residence hall, Brown (1968) discovered that students were influenced by programs of intellectual discussions in residence halls. "The effectiveness of the program treatment," he concludes, "suggests that the residence hall can be viewed as an educational unit as well as a living unit.

Therefore, from the feelings of some faculty members and many students, plus evidence of prior research pursuing this same general area of concern, this study was initiated to examine and identify specific needs expressed by the student body of Wisconsin State University-River Falls.

METHOD

The intent of the study is fourfold: (1) to develop a method or technique to determine student educative needs and desires, (2) by random sampling to determine the students needs and desires for other than classroom educative experiences, (3) to use the results to provide direction for implementing those programs which would best serve the students needs, and (4) to determine if differences in expressed needs exist among individuals residing in residence halls, those living off-campus, and those commuting 10 miles or more one way. A questionnaire format was used for the collection of data. The information obtained was evaluated to determine those needs most often expressed by the current student body.

FINDINGS

The primary purpose of this study was to determine the needs and desires of the student body for educative experiences outside of the regular classroom (setting). The specific areas for which student needs and desires were sought were; art, athletics, community services, contemporary issues, drama, field and stream, foreign languages, games, literature, music, physical and natural sciences, and social and behavioral sciences.

An appropriate questionnaire was developed to obtain information concerning the student body needs and desires for educative experience outside of the regular classroom (setting). The questionnaire was administered to a randomly selected sample of 500 students consisting of residence hall students, off-campus students, and commuting students. The questionnaire was mailed to the students. The questionnaire was mailed only once, with no follow-up, and a (three week period) was established to accept completed questionnaires. A total of 308 questionnaires were returned which constituted a 62 per cent response. Of the total number of questionnaires returned 281 were included in this study.

The pooling of responses into one total frequency figure does not reflect the true characteristics of the sub groups. For this reason the information which was obtained was summarized and presented in tabular form (See Table I, II, III) according to both the before mentioned groups (residence hall, off-campus, and commuters) and sex. Both sex and place of residence have unique characteristics which are lost in pooling of the total returns.

Residence Hall Students. A total of 153 residence hall students returned usuable completed questionnaires. Of this total 4 per cent indicated that they felt they would not profit from participating in educative experiences outside of the regular classroom setting. Of the 96 per cent who indicated that they would participate, 32 per cent reported that they would prefer to do this in informal group discussions with faculty members. Five per cent indicated that they preferred formal lectures.

A majority of residence hall students, 55 per cent, reported that they would want to participate in out-of-class educative activities on a weekly basis. Fourteen per cent indicated a preference for these types of activities on a monthly basis.

Additional information was obtained with regards to where the students would like these activities to take place. The Student Center, as indicated by a 44 per cent response, was considered to be the most appropriate place for the program. Sixteen per cent of the residence hall students desired that the activities be held in the residence hall.

The information with regard to the types of activities which residence hall students were interested in participating in are summarized and presented in Table I.

TABLE I

ACTIVITY PREFERENCES OF RESIDENCE HALL STUDENTS

Type of Activity	Male %	Female %	Total %
Art	30	40	36
Athletics	89	57	78
Community Services	33	48	41
Contemporary Issues	42	55	50
Drama	19	19	20
Field and Stream	64	27	50
Foreign Languages	22	28	26
Games	49	36	45
Literature	27	43	35
Music	53	49	54
Physical & Natural Sciences	35	19	29
Social & Behavioral Sciences	36	45	41

Those data which were presented in Table I indicated that the male resident hall students reported strong interests in athletics and field and stream activities. The percentages indicating an interest

in these two areas were 89 and 64 per cent, respectively. In a similar manner, the males indicated considerable disinterest in foreign languages and drama. Twenty-two per cent indicated an interest in foreign languages, and 19 per cent responded with an interest in drama.

The female residence hall students did not show any real strong interest in any one particular area, but rather indicated they were quite interested in several activities. These activities and the responses to them were: (1) athletics, 57 per cent, (2) contemporary issues, 55 per cent, (3) music, 49 per cent, and (4) community service, 48 per cent. Nineteen per cent of the female students indicated an interest in participating in drama or physical and natural sciences.

As a group, 50 per cent or more of the residence hall students were interested in participating in the following activities: (1) athletics, (2) music, (3) contemporary issues, and (4) field and stream. The activities in which the residence hall students were least interested as indicated by a response of 33 per cent or less, were: (1) physical and natural sciences, (2) foreign languages, and (3) drama.

Off-Campus Students. Eighty-three off-campus students returned completed questionnaires. Of this total only 3 per cent indicated a preference not to participate in educative experiences outside of the regular classroom setting. Of the 97 per cent who indicated that they would participate, 33 per cent reported that they would prefer to

do this in informal group discussions with faculty members. Fifteen per cent indicated a preference for a tutorial program and 11 per cent preferred formal lectures.

A majority of the off-campus students, 62 per cent, indicated that they would like to participate in these experiences on a weekly basis. Twenty-eight per cent preferred to participate once every two weeks, and 10 per cent preferred the experiences on a monthly basis.

Forty-six per cent of the off-campus students preferred to have programs, which they have selected conducted in the student center. Classrooms and Coffee House were preferred by 26 per cent and 23 per cent, respectively. Six per cent preferred to meet in university residence halls for the programs.

The information concerning the types of activities which off-campus students desired outside of the regular classroom setting are summarized and presented in Table II.

TABLE II

ACTIVITY PREFERENCE OF OFF-CAMPUS STUDENTS

Type of Activity	Male %	Female %	Total %
Art	39	34	39
Athletics	74	52	69
Community Services	33	45	39
Contemporary Issues	37	41	40
Drama	12	10	12
Field and Stream	66	10	49
Foreign Languages	30	17	27
Games	46	24	40
Literature	31	38	35
Music	33	27	33
Physical & Natural Sciences	39	24	35
Social & Behavioral Sciences	39	48	43

The information presented in Table II indicated that off-campus male students preferred to participate in athletics and field and stream activities. These two activities were responded to by 74 per cent and 66 per cent, respectively. Thirty-three per cent or less of the off-campus male students indicated an interest in participating in: (1) music, (2) community services, (3) literature, (4) foreign languages, and (5) drama.

The off-campus females indicated a preference for participating in several activities. These activities and the percentages which indicated an interest were: (1) athletics, 52 per cent, (2) social and behavioral sciences, 48 per cent, and (3) community services, 45 per cent. The activities of foreign languages, field and stream, and drama were given the least consideration by off-campus female students. Responses to these activities were; 17 per cent, 10 per cent, and 10 per cent, respectively.

As a group the off-campus students indicated a strong interest in only one activity, athletics. Two activities received less than a 33 per cent response. These two activities were foreign languages (27 per cent) and drama (12 per cent).

Commuter Students. Forty-five commuter students returned completed questionnaires which were used in the survey. Of this total 6 per cent indicated that they were not interested in participating in educative activities outside of the regular classroom setting. There was considerable variation between the responses of commuter students concerning the type of program which they desired. Twenty-eight per

cent preferred to participate in informal group discussions with faculty members, 27 per cent preferred directed activity participation, and 22 per cent preferred informal group discussions with other students. Eight per cent preferred formal lectures.

The majority of the commuter students, 55 per cent, preferred to engage in these programs on a weekly basis. A total of 26 per cent favored participation on a monthly basis and 21 per cent at two week intervals.

THe student center was selected most frequently by commuter students as the preferred place for selected activities to occur. This rate of response represented the highest ratio of any group. A total of 39 per cent and 21 per cent preferred classrooms and Coffee House respectively as a meeting place. Three per cent preferred participating in these programs in the university residence halls.

The data concerning the types of educative activities outside of the regular classroom setting which commuter students preferred to participate in are presented in Table III.

TABLE III

ACTIVITY PREFERENCE OF COMMUTING STUDENTS

Type of Activity	Male %	Female %	Total %
Art	46	37	45
Athletics	65	26	52
Community Services	31	47	40
Contemporary Issues	46	37	45
Drama	11	21	17
Field and Stream	54	11	38
Foreign Languages	31	26	31
Games	27	42	36
Literature	23	37	31
Music	38	42	43
Physical & Natural Sciences	31	21	29
Social & Behavioral Sciences	58	47	57

The information presented in Table III indicated that the male commuter student indicated a preference for three out-of-class educative activities. These activities and the percentages of male commuter students who responded were: (1) athletics, 65 per cent, (2) social and behavioral sciences, 58 per cent, and (3) field and stream, 54 per cent. In contrast to these three main activities there were several activities for which the male commuter showed less interest. Those activities which received a response of less than 33 per cent were: (1) community services, (2) foreign languages, (3) physical and natural sciences, (4) games, (5) literature, and (6) drama.

There were four activities for which the female commuter student indicated an interest. These four areas and the respective percentages were: (1) social and behavioral sciences, 47 per cent, (2) community services, 47 per cent, (3) games, 42 per cent, and (4) music, 42 per cent. Three activities were of little interest to the female commuter student. These three activities and the percentages of students which responded to them were: (1) drama, 21 per cent, (2) physical and natural sciences, 21 per cent, and (3) field and stream, 11 per cent.

As a group the commuter students indicated a strong preference for two out-of-class educative activities. These two activities and the percentages of students which preferred them were social and behavioral sciences, 57 per cent, and athletics, 54 per cent. Four activities were responded to by 33 per cent or less of the commuter

students. These activities were: (1) foreign languages, (2) literature, (3) physical and natural sciences, and (4) drama.

Summary.

1. The students at WSU-RF were interested in engaging in educative activities outside of the regular classroom setting. The preferences for such activities were as follows: (1) total sample, 96 per cent, (2) male students, 98 per cent, (3) female students, 93 per cent, (4) residence hall students, 96 per cent, (5) male residence hall students, 99 per cent, (6) female residence hall students, 93 per cent, (7) off-campus students, 96 per cent, (8) off-campus male students, 96 per cent, (9) off-campus female students, 97 per cent, (10) commuter students, 93 per cent, (11) male commuter students, 96 per cent, and (12) female commuter students, 90 per cent.
2. The students were offered five possible choices as to the type of program which was desired for out-of-class educative activities. Available choices were: (1) tutorial program, (2) informal group discussions with other students, (3) informal group discussions with faculty members, (4) formal lectures, and (5) directed activity participation. The majority of the students preferred informal group discussions with faculty members. The groups which preferred this type of program and the percentages within each group were as follows: (1) total sample, 32 per cent, (2) male students, 32 per cent, (3) female students, 32 per cent, (4) residence hall

students, 32 per cent, (5) male residence hall students, 33 per cent, (6) off-campus students, 33 per cent, (7) off-campus male students, 33 per cent (8) off-campus female students, 34 per cent, (9) commuter students, 28 per cent, and (10) female commuter students, 32 per cent. A directed activity participation program was preferred by 32 per cent of the female residence hall students and 30 per cent of the male commuter students.

3. The WSU-RF students preferred to participate in out-of-class educative activities on a weekly basis. The percentages of students who indicated this preference were as follows: (1) total sample, 57 per cent, (2) male students, 66 per cent, (3) female students, 44 per cent, (4) residence hall students, 55 per cent, (5) male residence hall students, 50 per cent, (6) female residence hall students, 39 per cent, (7) off-campus students, 62 per cent, (8) off-campus male students, 60 per cent, (9) commuter students, 53 per cent, (10) male commuter students, 46 per cent, and (11) female commuter students, 42 per cent. Thirty-eight per cent of the off-campus female students preferred to participate once every two weeks.

4. The Student Center was considered to be the most appropriate place for educative activity programs outside of the regular classroom setting. The percentages of students who were in favor of this location were as follows: (1) total sample, 45 per cent, (2) male students, 40 per cent, (3) female students, 50 per cent, (4) residence hall students, 44 per cent, (5) male residence hall students,

37 per cent, (6) female residence hall students, 63 per cent, (7) off-campus students, 46 per cent, (8) off-campus male students, 49 per cent, (9) off-campus female students, 62 per cent, (10) commuter students, 47 per cent, (11) male commuter students, 35 per cent, and (12) female commuter students, 47 per cent. The university residence halls were considered the least likely place to conduct out-of-classroom educative experiences. There was no response to this item by off-campus female students and female commuter students. Seventeen per cent of the male residence hall students preferred the residence hall, while 18 per cent of the female residence hall students consider them appropriate.

5. For the purpose of summarizing the results obtained concerning the types of activities which students would like to participate in outside of the regular classroom setting two arbitrary classifications were established. The classifications were described as follows: (1) an activity was considered popular if 50 per cent or more of the students indicated a preference for participation and (2) an activity was considered unpopular if 33 per cent or less of the students indicated a preference for participation. (See Tables IV and V for specific classifications)

TABLE IV

ACTIVITIES CHOSEN BY OVER 50% OF THE GROUPS

Group	First	Second	Third
Total Sample	Athletics 71%		
Male Students	Athletics 82%	Field & Stream 65%	
Female Students	Athletics 54%	Contemporary Issues 52%	Community Services 51%
Male Students in Dorm	Athletics 90%	Field & Stream 64%	Music 53%
Female Students in Dorm	Athletics 57%	Contemporary Issues 55%	
Male Students Off-Campus	Athletics 74%	Field & Stream 66%	
Female Students Off-Campus	Athletics 52%		
Male Students Commuting	Athletics 65%	Social & Behavioral Sciences 58%	Field & Stream 54%
Female Students Commuting			

TABLE V

ACTIVITIES CHOSEN BY 33% OR LESS OF THE GROUPS

Group	First	Second	Third
Total Sample	Foreign Languages 27%	Drama 17%	
Male Students	Community Services 33%	Literature 29%	Foreign Languages 27%
Female Students	Foreign Languages 27%	Physical & Natural Sciences 22%	Field & Stream 21%
Male Students in Dorm	Community Services 33%	Art 30%	Literature 27%
Female Students in Dorm	Foreign Languages 28%	Field & Stream 27%	Physical & Natural Sciences 19%
Male Students Off-Campus	Music 34%	Community Services 33%	Literature 32%
Female Students Off-Campus	Music 28%	Physical & Natural Sciences 25%	Games 24%
Male Students Commuting	Physical & Natural Sciences 32%	Foreign Languages 31%	Community Services 30%
Female Students Commuting	Athletics 27%	Foreign Languages 26%	Physical & Natural Sciences 21%

CONCLUSIONS

The data collected in this study reveals an overwhelming number of students are interested in pursuing educative activities outside of their formal academic programs. Approximately 95 out of every 100 students on the WSU-RF campus feel that they are willing to expend the time and energy to enhance their personal learning. In the light of such responses it is imperative that the University make available the resouces of its faculty, facilities, and energies to provide meaningful experiences which will enhance the total contribution that WSU-RF offers its students. The results of this study in conjunction with trends and troubles of higher education today tend to indicate it may be time that universities provide expanded and more relavant educational experiences congruent with expressed student desires.

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APPENDIX A

STUDENT DESIRES FOR NON-CLASSROOM

EDUCATIONAL EXPERIENCES

This questionnaire is designed to collect information relevant to student desires for extracurricular activities and learning experiences during leisure time. These activities would be in addition to your regular academic program. The results will be used for research purposes to initiate new non-classroom activities at WSU-River Falls.

You are one of 500 individuals selected by means of a random sample to participate in this study. The time (10 to 15 minutes) that you are going to spend completing this questionnaire will not have been wasted since your responses will be reflected in programs eventually initiated at WSU-River Falls.

Please do not sign your name. Return the completed questionnaire in the enclosed addressed envelope at your earliest convenience.

SECTION I

Sex
M ( )
F ( )

Age
_____yrs.

Single ( )
Married ( )

College Status
F S J S G
( ) ( ) ( ) ( ) ( )
Major _____

No. of Quarters at WSU-River Falls
_____

Place of Residence:
Residence Hall ( ) Off-Campus (RF) ( ) Commute more than 10 miles ( )

How much leisure time do you have in a week? (Average number of hours)
5 or less ( ) 10 ( ) 15 ( ) 20 ( ) 25 ( ) 30 ( ) 35 ( ) 40 or more ( )

Do you think you would profit from any of the following? If you have more than one preference indicate your choices by numerical rank.

( ) A tutorial program
( ) Informal group discussions with other students
( ) Informal group discussions with faculty members
( ) Formal lectures
( ) Directed activity participation

If you have responded to any of the above, answer the following questions.

How often do you want to engage in such activities?
Once a week ( ) Once every two weeks ( ) Once a month ( )

Where would you like these activities to take place?
In classrooms ( ) In residence halls ( ) In Coffee House ( )
At Student Center ( ) Elsewhere _____

==========

SECTION II

Are you interested in participating in any of the following types of activities?

1. Art (painting, sculpture, etc.) ( )
2. Athletics ( )
3. Community Services ( )
4. Contemporary Issues ( )
5. Dramatic Arts ( )
6. Field & Stream (hunting, fishing, etc.) ( )
7. Foreign Languages ( )
8. Games (Chess, Bridge, etc.) ( )
9. Literature ( )
10. Music ( )
11. Physical & Natural Sciences ( )
12. Social & Behavioral Sciences ( )
13. Other (Specify) _____

If you did not respond to any item in Section II stop here.

If you selected any of the above, turn to the corresponding part(s) in the following pages.

1. ART

What branch (branches) of art are you interested in?

( ) Painting	( ) Architecture	( ) Motion Picture Production & Reviewing
( ) Drawing	( ) Photography	
( ) Sculpture	( ) Decoration and design	( ) Jewelry

Other _____

How would you like to pursue the activity (activities) of your choice? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussions with students, faculty and artists
( ) Through organized visits to museums, etc.
( ) Through attending lectures
( ) Through active participation

How many hours would you like to devote to art each week? _____

---

2. ATHLETICS

What types of athletic activities are you interested in?

( ) Football	( ) Tennis	( ) Hockey	( ) Badminton
( ) Basketball	( ) Gymnastics	( ) Dancing	( ) Golf
( ) Baseball	( ) Ping-pong	( ) Volleyball	( ) Bowling
( ) Track	( ) Handball	( ) Skiing	( ) Weightlifting
( ) Swimming	( ) Paddleball	( ) Skating	Other _____

In what manner would you like to be involved in sports? If you have more than one preference indicate your choices by numerical rank.

( ) Participate in Intramural competitive sports
( ) Participate in non-competitive sports (for personal enjoyment and exercise)
( ) Participate in informal discussion groups (e.g. quarterback club)
( ) Attend lectures about sports

How many hours would you like to devote to sports each week? _____

---

3. COMMUNITY SERVICE

1. ART

What branch (branches) of art are you interested in?

( ) Painting ( ) Architecture ( ) Motion Picture
( ) Drawing ( ) Photography Production & Reviewing
( ) Sculpture ( ) Decoration and design ( ) Jewelry
Other _____

How would you like to pursue the activity (activities) of your choice? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussions with students, faculty and artists
( ) Through organized visits to museums, etc.
( ) Through attending lectures
( ) Through active participation

How many hours would you like to devote to art each week? _____

---

2. ATHLETICS

What types of athletic activities are you interested in?

( ) Football ( ) Tennis ( ) Hockey ( ) Badminton
( ) Basketball ( ) Gymnastics ( ) Dancing ( ) Golf
( ) Baseball ( ) Ping-pong ( ) Volleyball ( ) Bowling
( ) Track ( ) Handball ( ) Skiing ( ) Weightlifting
( ) Swimming ( ) Paddleball ( ) Skating Other _____

In what manner would you like to be involved in sports? If you have more than one preference indicate your choices by numerical rank.

( ) Participate in Intramural competitive sports
( ) Participate in non-competitive sports (for personal enjoyment and exercise)
( ) Participate in informal discussion groups (e.g. quarterback club)
( ) Attend lectures about sports

How many hours would you like to devote to sports each week? _____

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3. COMMUNITY SERVICE

What areas of community service are you interested in?

( ) Youth organizations ( ) Educational services
( ) Health services ( ) Civil and community improvement
Other _____

How would you prefer to work in these areas? If you have more than one preference indicate your choices by numerical rank.

( ) Informal discussions with faculty and students
( ) Informal discussions with community and project leaders
( ) Formal lectures
( ) Actual participation in community projects

How many hours would you like to devote to such projects each week?

---

4. CONTEMPORARY ISSUES

What types of social questions or issues interest you?

( ) Race relations
( ) Local government
( ) Federal government
( ) Youth problems
( ) Law enforcement
( ) Religious and moral issues
( ) International relations
( ) Student-faculty relations
( ) Generation Gap
( ) Societal laws and the college student

Other _____

How would you like to engage in these studies? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussions with other students
( ) Through informal discissions with student and faculty
( ) Through formal lectures
( ) Through active participation in specific projects

How many hours would you like to devote to such projects each week? _____

---

5. DRAMATIC ARTS

What aspects of dramatic arts interest you?

( ) Acting
( ) Directing
( ) Oral interpretation
( ) Staging
( ) Art direction
( ) Criticism

Other _____

How would you like to participate in dramatic arts? If you have more than one preference indicate your choices by numerical rank.

( ) By participating in informal discussions
( ) By attending lectures about theatre
( ) By attending theatrical performances
( ) By becoming a member of an amatuer dramatic group

How many hours would you like to devote to theatre-related activities each week? _____

---

6. FIELD & STREAM

Which of the following activities are you interested in?

( ) Hunting
( ) Fishing
( ) Fly tying
( ) Bird watching
( ) Skeet shooting
( ) Gunsmithing
( ) Rod & reel repair
( ) Conservation
( ) Trapping
( ) Rock hunting

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( ) Through informal discussions
( ) Through formal lectures
( ) Through active participation

How many hours would you like to devote to such activities each week?_____

---

7. FOREIGN LANGUAGES

What languages are you interested in?

( ) German ( ) Spanish ( ) Italian
( ) French ( ) Swedish ( ) Russian
Other _____

How would you like to study and/or practice foreign languages? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussion and conversation
( ) By attenidng lectures and movies etc.
( ) By collaboration in the publication of a foreign language periodical
( ) By traveling and living with people of the country
Other _____

How many hours would you like to devote to such studies each week? _____

---

8. GAMES

What games are you interested in?

( ) Chess ( ) Billards
( ) Bridge ( ) Party games (Monopoly, Scrabble, etc.)
Other _____

How many hours would you like to devote to such activities each week?_____

---

9. LITERATURE

What types of literary activities are you interested in?

( ) Poetry ( ) Drama ( ) Semantics
( ) Fiction ( ) Biography ( ) Criticism
Other _____

How would you like to engage in the activity of your hcoice? If you have more than one preference indicate your choices by numerical rank.

( ) Informal discussion groups
( ) Formal lectures
( ) Group activity for personal enjoyment (e.g. reading group)
( ) Active involvement in writing

How many hours would you like to devote to such activities each week?_____

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How many hours would you like to devote to such activities each week? _____

---

10. MUSIC

What kinds of music do you enjoy?

( ) Popular ( ) Jazz ( ) Symphonic
( ) Dance ( ) Folk ( ) Soul
( ) Chamber ( ) Choral Other _____

How would you like to engage in the activity of your choice? If you have more than one preference indicate your choices by numerical rank

( ) Informal discussions
( ) Formal lectures
( ) Group activity for learning or personal enjoyment of music
( ) Active participation in orchestras, bands, chorus, etc.

How many hours would you like to devote to music each week? _____

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11. PHYSICAL & NATURAL SCIENCES

Which of the following areas are you interested in?

( ) Geology
( ) Biology
( ) Space science
( ) Chemistry
( ) Mathematics
( ) Cybernetics
( ) Agricultural sciences
( ) Astronomy
Other _____

How would you like to be active in the area of your interest? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussions with other student and faculty
( ) Through formal lectures
( ) Through field trips
( ) Through individual involvement in a project

How many hours would you like to devote to scientific pursuits each week?_____

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12. SOCIAL & BEHAVIORAL SCIENCES

Which of the following fields interest you?

( ) History
( ) Geography
( ) Business administration
( ) Philosophy
( ) Education
( ) Sociology

How would you like to be active in the area of your interest? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussions
( ) Through formal lectures
( ) Through field trips
( ) Through active participation in related projects

How many hours would you like to devote to such activities each week?_____

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13. OTHER

Please be specific about the type of activity you desire: _____

How would you like to pursue this activity? If you have more than one preference indicate your choices by numerical rank.

( ) Through informal discussion
( ) Through formal lectures
( ) Through active participation
Other _____